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ABSTRACT

This career education curriculum guide is intended for use by elementary teachers planning programs for students in grades three and four. The guide covers four basic content areas: (1) the individual and his environments, (2) world of work, (3) self, and (4) economics. These content areas are divided into several topics, and each topic includes one or more developmental objectives correlated with behavioral objectives, suggested activities, sample lesson materials, and procedure. The topics covered in each of the four content areas respectively are as follows: (1) why people work, the individual and work, and environment and work; (2) varieties of work, work families, work families in environments, work characteristics in vocational guidance, processes of vocational guidance, and dynamics in the world of work; (3) awareness, appreciation, motivation, self-awareness, self-acceptance, and self-affirmation (achievements and values); and (4) you-roles, rights and responsibilities, our economic system, how we earn an income, why we buy, how we buy, and help we find in communities. (EM)

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ED154141

CAREER DEVELOPMENT
SIDNEY CITY SCHOOLS

ACTIVITIES

3-4

CE 015 270

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

THE INDIVIDUAL AND HIS ENVIRONMENTS

WORLD OF WORK

SELF

ECONOMICS

3 — 4

OE 015 220

WHY PEOPLE WORK

DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an appreciation that work is a way of life.

Work is the acceptance of responsibility in the form of tasks.
Play is work.
Education is work.
In later life people work at jobs or other meaningful activities.

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given an understanding of "jobs," the child will be able to name at least five adults who work at a job and three who work without a job.
2. Given the names of three jobs, the child will describe the tasks performed.
3. Given two days in his life, the child will be able to state what work he does at home and in school.
4. Given a list of class tasks, the child will be able to choose one, complete it and state why it needed to be done.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Discuss the kinds of work with which students are familiar and reasons for it.
2. Invite guest speakers to describe their work. Plan ahead the kinds of questions to be asked.
3. Discuss how work differs for students and adults.
4. Interview adults in family and on the block to find out what work they do.
5. Plan rotating class work chart.
6. Take responsibility for selecting classroom chores from a previously designed list.
7. Visit volunteer work clubs.
8. Visit other classrooms and observe indications of work being done.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Nothing For A Day"

MATERIALS

None

PROCEDURE

1. Have the children use their imaginations to think about what it would be like to do nothing for a day.
2. Have the children write a story putting themselves in a situation in which they do nothing for a day.
3. Have the stories read aloud. Have the class react to whether the child portrayed himself as doing nothing.
4. Select several stories to act out.
5. Discuss: Is it possible to do nothing?

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness that work is man's way of creating, preserving, changing, or rebuilding his environments.

Family
School
Community
Society
World

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of at least ten people who enhance his life, the child can describe their work.
2. Given one week, the child will be able to identify on a map of his community
   a. at least two buildings new or under construction in new industries
   b. at least two areas of renewal and park development.
3. Given a list of developments, machines or new inventions, the child will be able to state how they have affected his life and/or his family.
4. Given experiences with cultural events, the child will be able to state at least two ways in which these have affected him or his community.
5. Given an understanding of work, the child will be able to write about the effects of his work on some part of his environment.

SUGGESTED ACTIVITIES

1. Interview parents and grandparents to obtain a list of home items each did not have as a child.
2. Collect pictures of a major product (e.g. automobile) as it has developed over a period of time and discuss changes.
3. Collect magazine and newspaper articles on ecology and pollution.
4. Discuss and name types of workers in the community who create, preserve, change or rebuild the environment.
5. Tour community with family, noting change and growth.
6. Visit a landmark or a museum in local area.
7. Brainstorm in groups to come up with ideas for new inventions to make life easier.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A New Invention"

MATERIALS

None

PROCEDURE

1. Have the children talk about things they would like to see invented that are not presently available. (e.g. a machine that would curl your hair without using rollers, a new toy.)
2. Indicate to the class what the intent of this project is and that you expect the idea they develop will be something they can try to construct as a group.
3. Divide into small groups and brainstorm inventions. Have each group draw a picture of its idea.
4. Have the ideas explained and take a vote on that which is best and most feasible.
5. Divide into work groups for building. Draw up blueprints and gather materials.
6. Build the chosen object.
7. Discuss and evaluate the process and the product.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES

To develop an awareness that many contributions to environments create goods and services for the individual.

RELATED BEHAVIORAL OBJECTIVE

1. Given a complete list of community workers, the child will be able to list five to ten workers in the community that benefit the individual.
2. Given a list of community workers, the child will be able to write and illustrate a story of at least one paragraph about one of the community workers listed.
3. Given an illustrated bulletin board of community workers, the child will be able to describe workers in their dress, type of equipment and working or on-the-job environment.

SUGGESTED ACTIVITIES

1. View filmstrips on community helpers and discuss how each benefits the individual.
2. Listen to and question guest community workers.
3. Read about community services and helpers.
4. Make displays of goods and equipment used by community workers.
5. Make puppets. Develop and perform skits showing community workers discussing and demonstrating their tasks.
6. Interview a community helper and report to the class. Write to a community helper (one interviewed or visited) and thank him for his daily assistance.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Puppet Show on Community Helpers"

MATERIALS

Paper mache, cloth scraps, large cardboard box, filmstrips on community helpers, books on community helpers, list of people in the community that would volunteer to be interviewed concerning their community jobs, paper and pencils.

PROCEDURE

1. Class discuss project and how information may be collected to make plays realistic.
2. Students, as a group, list community helpers and then divide into groups of two or three to collect information on specific community helpers, produce puppets, and write and perform puppet show.
3. Students collect information via reading, observing filmstrips, or interviewing community helper.
4. Students make paper mache heads for puppets and dress appropriately.
5. Students develop play showing community workers discussing and demonstrating their jobs.
6. Students perform skits.
7. Students list community helpers and list tasks that each performs. They may use ideas from the skits.

NOTES AND COMMENTS

INDIVIDUAL AND WORK

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the importance of working together cooperatively in order to become contributors to the environment.

RELATED BEHAVIORAL OBJECTIVES

1. Given a group project outside the school, the child will be able to cooperate in the planning and completion of the project.
2. Given participation in a group effort, the child will be able to state his reactions to the effort and to evaluate his performance in carrying a specific aspect to completion.
3. Given a specific group project assignment, the child will be able to participate in project production.

SUGGESTED ACTIVITIES

1. Use role playing to depict a playground situation or some problem typical of a class group.
2. Write and publish a newspaper and/or a book of short stories, assigning each child a specific task or duty to be carried to its completion.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What it Takes to Help a Group!"

MATERIALS

None

PROCEDURE

1. Present a list of various class situations for both entire class and small groups of children to act out. For example:

   a. fighting on the playground
   b. group games on the playground
   c. class in lunchroom

2. Discuss the parts played by various class members and reasons why problems did or did not arise. What behaviors contributed to or helped to prevent problems?

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness that through work people meet their needs for

Food
Clothing
Shelter
Psychological needs - safety

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of food items, the child will be able to:

   a. list the food needed for his family for three meals;
   b. identify the cost of the food on his list;
   c. indicate the different stores at which the items will be purchased;
   d. cite those food items which can be grown at home.

2. Given a list of clothing items, the child will be able to:

   a. name clothing which can be made in the home and that which is usually bought.
   b. compare cost of items of clothing.

3. Given a study of shelters, the child will be able to:

   a. name ways of obtaining shelter.
   b. name those things needed in connection with shelter (maintenance, utilities).

4. In class discussion the child will be able to tell under what conditions a person is not safe, who makes the conditions safe, how it feels not to be safe.

SUGGESTED ACTIVITIES

1. Teacher or other speaker may provide typical monthly prices for utilities.

2. Collect pictures and prices of clothing from catalogs and magazines.

3. Collect grocery ads and the house ad section from a local and out-of-town paper.

4. Do a picture study on shelters past and present. Discuss ways of getting shelter today - renting - buying - building.

5. Discuss why food, clothing, shelter and psychological safety are needs.

6. Visit a local grocery to check prices of food lists and build a grocery store in the classroom.

7. Make a garden and/or an item of clothing.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Planting a Vegetable Garden"

MATERIALS

Soil, seeds, containers, suitable conditions for growing the plants, small garden tools.

PROCEDURE

1. The class will plant seeds for a small vegetable garden. Some suggestions might be lettuce, spinach, radishes, green peppers, etc.
2. Each member of the class will care for the plants and observe their growth.
3. The different stages of growth will be noted and discussed. The advantages and disadvantages of growing a garden will be discussed.
4. When the vegetables are ready the class may put them together and have a tossed salad.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness that work is a way of fulfilling personal wants:

Personal accomplishments and satisfaction
Helping significant others
Belonging and love
Personal comfort

RELATED BEHAVIORAL OBJECTIVES

1. Given the opportunity to construct a bulletin board around the theme "Work Meets Personal Needs and Wants," the child will be able to make his list and explain it to the satisfaction of the teacher.

2. Given the responsibility for finding and carrying out a job in the home, school, or community, the child will be able to explain how his job was of help to others and/or was satisfying to himself.

3. Given a stated personal want the child will indicate why he wants it, and ways he could work to obtain it.

4. Given the opportunity, the child will be able to write a short story telling of something he did that he felt was an accomplishment for him and/or was satisfying.

5. Given a list of ten items, the child will be able to state orally whether they are basic needs or wants and why.

SUGGESTED ACTIVITIES

1. Develop a bulletin board around the theme "Work Meets Personal Wants and Needs," such as health, friendship, and belonging.

2. Keep individual records for one week of work that fulfilled personal needs. At the end of the week share lists.

3. Make a list of the items a child would want if he had $1.00, $5.00, $10.00.

4. Develop a play which illustrates that cooperative efforts can bring personal satisfaction.

5. Do volunteer work in the community. Discuss how personal needs were met.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Children's Home / Hospital Visit"

MATERIALS

Tape recorder, transportation

PROCEDURE

1. Discuss with the children (and tape) what would happen to them if their parents were not able to care for them as a result of an accident, death or unknown circumstances. As they state alternatives ask what would happen if none of these were available.

2. Discuss (tape) with them what they think it would be like to be in a home or orphanage and how they would feel.

3. Have the class spend one-half or one full day then with the children in a home or orphanage. This could be a week day or Saturday.

4. Follow up the visit by listening to the pre-tape thinking and feeling and compare it with the experiences of the day.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness that work is a way of fulfilling environmental wants:

Beauty
Recreation
Comfort
Space

RELATED BEHAVIORAL OBJECTIVES

1. Given a certain kind of work, the child will be able to list several ways that this work could fulfill his environmental wants.

2. Given some type of work of his choice, the child will be able to tell which environmental wants are met through this work.

3. Given a field trip to a park, the child will be able to list environmental wants that may be satisfied there (e.g., beauty, recreation, space etc.) and to indicate the ways in which he may find satisfaction in these areas.

SUGGESTED ACTIVITIES

1. Have the child keep an expense account to determine how he spends his money to satisfy environmental wants.

2. Take a trip to a park to demonstrate how environmental wants are met for some people.

3. Make a bulletin board of government sponsored recreational facilities. Gather pictures from pamphlets from the State of Ohio. Emphasize these parks are available to everyone because of the workers' taxes.

4. Have each child assume he is a worker and has just received his paycheck. Have him write a story to tell how he would spend his money after all bills were paid.

5. Carry out jobs outside of school for which there is or is not a material reward. Ask the child to determine whether the job satisfies an environmental want.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Expense Account"

MATERIALS

Ditto master and paper

PROCEDURE

1. How and why of expense accounts

   a. Discuss why people keep expense accounts.
   b. Through mathematics show how to keep an expense account. Include ideas such as balance, amount received, amount spent.

2. Individual expense accounts

   a. Give each child an expense account chart such as the one below.

Date	Amt. Rec'd.	How Rec'd	Amt. Spent	Purpose	Balance

   b. Discuss how to use the chart.
   c. Have each child record his monetary transactions for a predetermined length of time (such as a week).

3. Class discussion of expense accounts.

   a. Have the class discuss:
      1. The various ways they got their money.
      2. The various ways they spent their money.
      3. Whether money was left at period's end.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To appreciate the role of community service workers as contributing to people.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of community workers, the child will be able to describe in written form what service these workers supply to him, his family and his school.
2. Given the telephone book and a map of the community, the child will be able to locate the ambulance service, fire station, police station which serve his community.
3. Given different situations requiring public service, the child will be able to indicate verbally to whom he will go and why.
4. Given one week time period the child will be able to chart the number and kinds of public service workers he encounters and what they did.

SUGGESTED ACTIVITIES

1. Interview public service workers (fireman, police, sanitation, postal, city maintenance) or invite them to speak to the class.
2. Research and discuss the various duties and contributions of the public service workers.
3. Build a community service system within the class room and act out the roles.
4. Plan and present puppet skits on service workers.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Puppet Show on Community Workers"

MATERIALS

Paper bags (hand size), art supplies, pictures of community helpers, puppet theatre.

PROCEDURE

1. Review with children community helpers and list all of the workers they can think of. Discuss how they serve us and situations in which we might need them.
2. Have class break up into small groups, choose one or two workers, make paper bag puppets portraying them.
3. Have each group choose a situation or problem involving its workers and write a short skit (3-5 minutes).
4. Have each group present its skit and have the class members react to it.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of the importance of working together to accomplish more than an individual could accomplish.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of tasks to do in school or at home, the child will be able to tell those he does on his own at home or in the classroom, those which others do for him, and those that are best done in a group.
2. Given a list of products, the child will be able to state which ones would best be produced by several people working together.
3. Given a work situation, the child will be able to cite advantages and disadvantages to individual and group production of products.
4. Given a field trip to a local industry, the child will be able to describe the positive outcome of group work.
5. Given a single task description, the child will be able to state in writing if, how and why a group could perform it better and more efficiently.
6. Given a task performed by a group, the child will be able to state orally how he felt about working with the group and the task performed.

SUGGESTED ACTIVITIES

1. Make a product flow chart for some classroom object showing individual and group input.
2. Discuss advantages and disadvantages of individual and cooperative work carried out at home and in the classroom.
3. Take several simple tasks that an individual or a group could do and record the completion times for an individual and for the group. Compare.
4. Decide upon a product that the class could produce in quantity and quality best as a group. Produce it.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Produce Flow Chart - Worker Oriented"

MATERIALS

Resource books, wide shelf paper, art supplies, resource people

PROCEDURE

1. Choose an object, such as a desk, and trace its origin to the planting of the tree with emphasis on the workers involved at each stage.

2. After the stages have been tentatively outlined have the students break into small groups and research each stage to define the kinds of workers involved and whether it is an individual or group effort.

3. Have the chart put on shelf paper distinguishing individual from group workers.

   Partial Example:

   Stages ——— Workers involved
   Desk ——— Student
   Classroom ——— Teacher moves
   School ——— Custodian places
   Van — Driver, loader
   |
   Tree — Planter

4. After the chart is finished invite someone from each stage for a panel discussion of cooperative efforts and ask them to check their stage of the flow chart.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of interaction and interdependence among individuals at work in their environments:

Competition, cooperation, compromise, adjustment
Conflict
Power
Tasks assigned by us; tasks others assign to us.

RELATED BEHAVIORAL OBJECTIVES

1. Given the responsibility of carrying out a specific task in the writing of a class newspaper, the child will be able to carry out the task and explain how his job related to the end product.

2. Given the titles of three workers in the school, the child will be able to state in written form how they must work with each other.

3. Given a task he performs at home with another, the child will be able to state orally a time in which conflict occurred, how it was settled and how he felt about it.

4. Given a classroom situation in which disagreement occurs over how to settle a problem, the child will be able to list alternative solutions and the advantages and disadvantages of each.

5. Given the food ads from the newspaper, the child will be able to indicate how the stores compete with each other (prices, quality of display, extra benefits).

SUGGESTED ACTIVITIES

1. Create mobiles depicting the need for various workers in the community. The teacher may stress the need for "balance" of producers of goods and services in making the mobile.

2. Invite people to speak to the class about the work they do and how competition, cooperation, compromise, adjustment, conflict and power are involved.

3. Plan and publish a class newspaper so that each child has a "job" which contributes to the final product.

4. Take ads from two stores offering comparable products for comparable prices. Visit the stores and compare the quality of the products based on previously developed criteria.

5. Bring in bread wrappers showing prices and weight comparisons.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Class Newspaper"

MATERIALS

Newspaper, ditto masters

PROCEDURE

1. Bring in copies of a newspaper and discuss with the class the various parts of a newspaper (i.e. sports page, editorials, etc.).
2. Discuss the tasks involved in producing a class newspaper (i.e., feature writers, cartoonists, type-setter, proof-readers, etc.).
3. Divide the class into groups according to their preference and interests. Set a deadline for the completion of their task.
4. Work with the individual groups discussing improvements and changes.
5. Have the children copy their work on ditto master, preparing for the publication.
6. Take each group to the ditto machine, explaining the duplicating process and perhaps allowing them to run off their own work.
7. Have children review and then distribute the newspaper.
8. Evaluate with the class the total group process - cooperation, compromise, etc. Relate this to cooperation in the world of work.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop and awareness of individual differences in work:
- Personal characteristics
- Environment
- Preferences
- Limitations

RELATED BEHAVIORAL OBJECTIVES

1. Given a study of civil rights laws, the child will be able to describe past situations when job discrimination existed.
2. Given his local community environment, the child will be able to identify and tell about local situations where discrimination exists.
3. Given a list of the four seasons of the year, the child will be able to indicate the kinds of work he does at home during each season and state reasons for his answers.
4. Given a list of work tasks, the child will be able to demonstrate that boys do some work, girls do other work and that some work can be done by either boys or girls.
5. Given a mismatched set of pictures of workers at work and climates, the child will be able to match them correctly and give a reason for his choice.

SUGGESTED ACTIVITIES

1. Research work opportunities for persons of various races, creeds, and sex and those which require various physical characteristics.
2. List various types of work in both the classroom and the school and discuss.
3. Show film strips or discuss different climate areas and discuss appropriate and inappropriate kinds of work.
4. Define role situations in which different kinds of discrimination are practiced.
5. Observe workers and list ways in which they do or do not fit their jobs.
6. Have each student write one characteristic which others might not like: role play the characteristic and have others respond.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Job Characteristics and Want Ads"

MATERIALS

Want ads from newspaper

PROCEDURES

1. a. Have children bring in the want ads from local and out-of-town newspapers.

   b. Choose ads that illustrate a variety of "jobs."

   c. Discuss the qualifications necessary for each job such as age, sex, education, special skills, physical abilities, etc.

   d. Have the class explain why certain qualifications are mandatory in a particular "job" and why these qualifications may vary in different "jobs."

2. a. Study the same want ads to determine "jobs" the children would especially like to have.

   b. List reasons for their choices including interests, working environment, salary, preferences, etc.

   c. Relate these reasons to the adult world and generalize what adults have to take into consideration when choosing a "job." Include personal limitations as well as qualifications.

NOTES AND COMMENTS

ENVIRONMENT AND WORK

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of work done by the family:

In the home
Away from the home

RELATED BEHAVIORAL OBJECTIVES

1. Given a chart of his family's work, the child will be able to state in written form the work each member of the family does and how it benefits the family.
2. Given three tasks he has done at home, the child will be able to tell which he did well, which he did poorly and how he felt about each.
3. Given a list of adult members of the family, the child will be able to state orally the name of their occupation and what kind of work they do away from home.
4. Given the time period from the close of school one day to the beginning of school the next day, the child will be able to state three things that he did that he felt contributed to the family's work and explain how they were a help.
5. Given an assigned task at home that he did not complete, the child will be able to tell how it affected the family and how he felt about it.

SUGGESTED ACTIVITIES

1. Discuss "Work I Did Which Made More Work."
2. Discuss what happens at home when people do not do thei: tasks.
3. Talk about work done outside the home.
4. Have the children identify members of the family as workers and have them explain how the work of each member helps the rest of the family.
5. Pantomime some member of the family engaged in a task at home. Try to guess the task.
6. Depict work in the family through puppets. Have each puppet (family member) discuss his/her job and its importance.
7. Demonstrate a job in the home that the child feels he does well and explain how that helps the family.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Study of Work Roles in Family"

MATERIALS

None

PROCEDURE

1. Compile a list of work roles done by members of the family.

   ex. mother—cook, seamstress, nurse, dietitian, chauffeur, handywoman

   father—repairman, chauffeur, judge, banker

   children—gardener, dishwasher, etc.

2. List work roles on separate dittoes for each member with key for 1) done alone, 2) done with others.

3. Write letter to family members asking their cooperation for one week.

4. Carry out the study.

5. Compile the results, adding any new-found roles, on a chart and discuss in terms of division of labor, skills; dependence, independence, inter-dependence; feelings about what and who involved.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an appreciation for work in the school.

RELATED BEHAVIORAL OBJECTIVES

1. Given a bulletin board entitled "The School Team," the child will be able to explain the value of the service each school worker performs.
2. Given a class discussion, the child will be able to explain how he is a valuable worker as he does his part in school.
3. Given an opportunity to establish a new school of his own choosing, the child will be able to identify five new kinds of work not found in his current one.

SUGGESTED ACTIVITIES

1. Conduct school worker interviews.
   a. What is the name of your job?
   b. What do you actually do?
   c. What kind of personal qualities are required?
   d. What kind of training is necessary?
   e. Why do you think your job is important?
   f. What personal satisfactions do you receive from your job?
   g. Your job is dependent on which other workers?
2. Play "Who Am I" or "What's My Line" with the school workers' jobs.
3. Gain permission for a child to spend a brief period of time with a school worker.
4. Discuss the importance of work within the schoolroom - responsibility, cooperation, etc.
5. Choose and carry out a task which is important to the functioning of the school.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"School Workers - How They Help Us"

MATERIALS

Art paper, paints

PROCEDURE

1. After the school workers have been interviewed, the children will divide into committees and each committee will be assigned one school worker who was interviewed.

2. Each committee will construct a chart illustrating the assigned worker performing a task related to his job.

3. Underneath the illustration, some other members of the committee can write a report of the questions answered during the interview.

4. After the above assignment is completed, the class could then discuss if the occupations were performed (or required) in the past (i.e., ten years ago) and if the occupation will still be in existence in the future (i.e., ten years from now).

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the school's role in preparing the individual for the world of work.

RELATED BEHAVIORAL OBJECTIVES

1. Given two activity lists, the child will be able to list activities he does in the school as related to what he does out of school.
2. Given a list of qualifications for five occupations, the child will be able to explain ways in which the amount of education may affect his future work.
3. Given a guest speaker, the children will be able to hear another's views of how school prepares for work, and then react to him.
4. Given a class walk, the child will be able to cite examples of people at work in jobs they would someday like to do.

SUGGESTED ACTIVITIES

1. Let the children imagine what it would be like if we had no schools.
   They will probably react with, "That would be great." After the initial enthusiasm has worked down, ask them to consider what it would be like to try to get a job when they are grown if they have not gone to school.
2. Role play a situation in which an employer is interviewing an applicant for a job. The applicant has never gone to school or had any training.
3. Involve reading, writing and arithmetic in planning a party or parent visitation. This would involve food preparation such as cookies and punch and writing invitations. After the party or visitations, the class should discuss how school knowledge helped them plan the party.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Ordering From a Catalog"

MATERIALS

Order blanks, catalogs, pencils

PROCEDURE

1. Have class discuss what kinds of items we can order from catalogs and why we use catalogs in place of shopping at the store.
2. Provide each student with a book catalog and have him list three books he would like to order.
3. Give students order blanks. Explain how they would enter their desired books in terms of: quantity, code number, item name, amount, total, and tax.
4. Discuss how ordering helped students prepare for future tasks and wants.
5. Students mail their orders.
6. When students receive their order, have them distribute the books by comparing reproduced copy of order with student copies.
7. If mistakes occur, have students discuss what procedures to take to solve the problem.
8. Have each student write a report on what new things he has learned, and what new skills he may apply to future tasks.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of work in the peer group.

RELATED BEHAVIORAL OBJECTIVES

1. Given out-of-class activities, the child will be able to recognize and talk about those situations in which he participates with classmates.
2. Given a work problem to solve, the child will be able to work as a part of the peer group solving the problem and evaluate the problem results and member participation.
3. Given the task of identifying work he does with peers, the child will be able to list five kinds of work he does out of school and the people with whom he does it.

SUGGESTED ACTIVITIES

1. Discuss with students the many places and times that they see each other, and the variety of things they do together.
2. Cut out pictures and have students describe whether or not they like the person in the picture. Discuss any additional information needed.
3. Cut out pictures of groups. Discuss the kinds of groups pictured and what they are doing and talking about.
4. Act out behaviors the children see in groups of people that they like and dislike.
5. Observe a group at work. Watch for verbal and non-verbal behavior that is positive and negative.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Can You See Yourself"

MATERIALS

Old clothing, hats, shoes, role playing script, tape recorder, magazines

PROCEDURE

1. Develop with the class an understanding of the different personalities found within groups. This can be done through class discussions of what we like and dislike about people's behavior.

2. Have the students act out situations where each of these behaviors occurs within a work setting.

3. Together with class, write brief situations in which specific characteristics are shown (i.e., poor sportsmanship, temper tantrums, heckling, joy etc.)

4 Have class put on costumes and some role play the situations displaying particular behaviors while others serve as audience.

5 After role playing is completed have class tell what they liked and disliked in the role play concerning participants' actions and behaviors.

6. Cut pictures out of magazines displaying different expressions which could be labeled according to behaviors discussed.

7. Follow with a discussion relating to the fact that everyone in the class including the teacher exhibits some of the behaviors.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the influence that one's peers have in regard to one's work.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of potential activities, the child will be able to list those in which he has participated because of the influence of a friend.
2. Given a list of activities, the child will be able to list activities in which he has failed to participate because of a friend's influence.
3. Given a work list, the child will be able to name three types of work which appeal to him only if performed with others.
4. Given examples of his work, the child will be able to tell whether the quality of the work has been improved or lessened due to peers and indicate his degree of satisfaction with it.

SUGGESTED ACTIVITIES

1. Each child indicates three kinds of work that he does and chooses one of his peers to help him. He should give the reasons for his choice.
2. Discuss positive and negative ways in which peers influence us and our work.
3. Keep a list of work activities performed or not performed during the week and indicate whether this was due to peer influence. (e.g., helped wash the car because friend next door was doing so, didn't mow lawn because friend wanted to play ball.)
4. Interview a parent to discover whether the parent's work is also influenced by his peers. If so, in what ways?
5. Read several stories and select those in which the child sees an individual being influenced by someone else in what he does. Provide explanation.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Peer Influence on Quality of Work"

MATERIALS

None

PROCEDURE

1. Discuss how peers influence one's work.

2. Select an area of knowledge from any subject (example: social studies). Design a written individual test over material and administer to class. Also administer an oral examination that would take place with entire class (example: panel discussion). Ask similar questions over same material.

3. Discuss how peers during the oral examination influenced each child's performance (desire to excel, reluctance to participate).

4. Have each student compare performance on both examinations and tell whether the quality of work has been improved or lessened due to peers. Indicate his degree of satisfaction with group work.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of work in the community:

Type of work
Function of work
Individual's role as member

RELATED BEHAVIORAL OBJECTIVES

1. Given a knowledge of the community, the child will be able to list at least three ways in which he is a part of the community.
2. Given a list of ways to contribute to the community, the child will be able to indicate ways in which he does contribute to his community and tell of at least one such experience.
3. Given a list of the ways a child contributes to the community, the child will be able to identify at least three points, places, or areas in which his work has caused a change in the community.
4. Given a list of areas of work in the community, the child will be able to identify the roles his family members play in the community.
5. Given the names of two different communities with which he is familiar, the child will be able to identify and compare types of work within these communities.

SUGGESTED ACTIVITIES

1. Discuss meaning of community and different types of communities.
2. Discuss how people are members of the community.
3. Chart the child's ideas of how he contributes to the community.
4. Chart, categorize and compare the work roles of each family member to the community.
5. Build a model of a community unlike one's own.
6. Represent through art, "before" and "after" pictures of places in the community.
7. Visit a community unlike the class's own.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Community Workshop"

MATERIALS

Pictures of work areas in the community or pictures from old magazines or newspapers which represent these areas.

PROCEDURE

1. Display pictures of work areas on the bulletin board.
2. Discuss with the class what the pictures represent.
3. Have the students identify these work areas.
4. Ask the class to list work areas that were perhaps not represented by the pictures.
5. Let each student tell about the place where his family works.
6. Have the class list the most outstanding features of the work areas and tasks performed by family members.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of work in the society.

RELATED BEHAVIORAL OBJECTIVES

1. Given a situation in which the children trace a product through its entire production, they will be able to name the workers involved in this production and the tasks they performed.

2. Given a field trip to a company which produces some product, the child will be able to see products and relate what he has seen to one other person.

SUGGESTED ACTIVITIES

1. Ask the children to list the foods they ate for breakfast. Have them take the list home to find out where the product was boxed and packaged.

2. Role play a situation showing how a product is produced (e.g., how a loaf of bread is made) and use the children to portray all the workers involved in its production.

3. Give the students an assignment made up of several steps in incorrect order. Have them organize the steps in proper order, set up a "production line," and carry the assignment through to completion. Have them describe difficulties encountered in the process.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Go Fly a Kite"

MATERIALS

See below

PROCEDURE

1. Discuss with the class types of work done on a production line basis. Follow this with a film showing a production line in operation. (e.g., put out by Ford Motors, Proctor and Gamble, etc.) or visit a plant in which a production line exists.
2. Discuss details of setting up an assembly line for kite making in the classroom.
3. Provide the following materials to be used in the production line in the classroom: kite sticks of two different lengths, tissue paper-colored-pre-cut, string, cloth scraps, glue, scissors.
4. Put these directions on the board in any order, and read them to the class:
   a. Sort materials and put them in the correct order of assembly.
   b. Tie the sticks together.
   c. Glue tissue paper to sticks.
   d. Tie flying string to crossbar.
   e. Cut cloth into strips.
   f. Tie cloth strips to tail string.
   g. Go Fly a Kite!
5. Have children put directions in correct order, designate jobs, and complete production line task.
6. Evaluate the results.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of work in the world.

RELATED BEHAVIORAL OBJECTIVES

1. Given a geography unit on work in foreign countries, the child will be able to list ten different types of work done in countries outside the United States.
2. Given objects from other countries brought to school by classmates, the child will be able to determine two or three kinds of work required to produce the objects.
3. Given a series of films or filmstrips dealing with life in other countries, the child will be able to tell what types of work are common to the United States and what types are unique to other countries.
4. Given a visit to the classroom by a child who has visited a foreign country, the child will be able to ask questions concerning work in the country the student has visited.

SUGGESTED ACTIVITIES

1. Let the children imagine they are an article manufactured in a different part of the world. Have them trace their life from its origin to where they are now.
2. Discuss ways in which the students' city is dependent on other states and countries.
3. Have student pick an interesting type of work done in a foreign country. Have them role play the job they are doing and from what country.
4. Have the students go all through their home looking for objects from other countries and keeping a list of the objects and the country. Write alphabet stories and poems.
5. Make list of products for which particular countries are well known, e.g., Italy - food; Spain - baskets; Germany - figurines.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"In The House - Around The World" (An Alphabet Book)

MATERIALS

Art supplies, world map, colored pins

PROCEDURE

1. After discussing work in the world tell the children you want them to go on a scavenger hunt in their home. The task is to look at labels on objects to find out where they were made. They are to keep a list of objects made outside the United States and of where they were made.

2. When the lists are complete they are to make alphabet sheets, drawing a picture of the object and then writing a poem or story about it indicating where it came from; was it made by machine or hand; and what is its use (Example - cooking, gardening, leisure, decoration, etc.). Try to use all letters of the alphabet.

   Volkswagen (Germany)

   Poem or story

   When all alphabet stories are completed put them in the reading center until all have had a chance to read them. Then share them with other classes.

3. As each child finishes a page help him locate the country his product was made in on a world map and let him put a pin in the country indicating one item from the country.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the interaction of all environments.

RELATED DEVELOPMENTAL OBJECTIVES

1. Given the task of making a booklet containing work and illustrations, the child will be able to show his understanding of the interaction of plant, animal and human environments.
2. Given the environments of family, school, community, society, and world, the child will be able to state orally how he is a part of each environment.
3. Given a common societal problem, the child will be able to show how people in the different environments work toward a solution.

SUGGESTED ACTIVITIES

1. Make a wall display showing the interaction of human environments, i.e.,

   family
   |
   school
   |
   community
   |
   city
   |
   state
   |
   country
   |
   world

2. The children may work in small groups to dramatize the interaction of different workers from different environments.
3. Write a song about the interactions of the environments to the melody, "Dry Bones."
4. Develop a play for a school fair. Present the plan to the principal.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Wall Display on the Interaction of Human Environments"

MATERIALS

Art paper, paint, scissors, stapler, pins, tape, yarn

PROCEDURE

1. Hold a class discussion about the interaction of human environments i.e. Family, School, Community, City, State, Country, World.
2. Divide the class into small groups and assign each group to work on one area listed above.
3. Have each group develop the design for their area and use the provided materials to construct their part of the display.
4. After the display is completed, review the interaction of human environments with a discussion.

NOTES AND COMMENTS

VARIETIES OF WORK

DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

Awareness - Appreciation - Motivation

To develop an awareness of work as "job" and "occupation"

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a task which the child completed, he will be able to state the steps he went through to complete the task.
2. Given a list of activities relevant to him, the child will be able to differentiate "job" from "occupation" by appropriate labeling.
3. Given the teacher's explanation of "job" and "occupation," the child will be able to explain, in his own words, the difference between a "job" and an "occupation."
5. Given classroom tasks, the child will be able to complete a task without being reminded for the period of the task assignment.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Role play jobs which are obsolete (e.g., candle maker, streetcar driver).
2. Assign weekly tasks to the students to help in classroom upkeep.
3. Take a walking tour of the neighborhood and make a list of all work they see being done. Separate from the list all work that qualifies as "job."
4. Have the children keep track of all the work they see being done for a weekend. Separate from the list all work that qualifies as "job."

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Classroom Helpers System"

MATERIALS

Classroom helper chart, access to materials required to carry out each classroom task.

PROCEDURE

1. At the beginning of the school year, prominently display a classroom helpers' chart. Discuss with the children the different jobs on the chart, and how the tasks should be accomplished. Explain to the class that the children will take turns accepting responsibility for the tasks on a weekly basis.

2. Assign children to perform the tasks.

3. Have the completed tasks evaluated by the children's peers to determine if they are being performed well. Have the children provide reasons for the evaluation, either positive or negative.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the importance of all "jobs"

RELATED BEHAVIORAL OBJECTIVES

1. Given his naming of a task he did not complete, the child will be able to describe the effect or results of his not having completed it.
2. Given a list of "jobs" and their purposes, the child will be able to supply the meaning for himself and the community.
3. Given his list of tasks he does at home, the child will be able to keep a completion or non-completion record for one week and explain the effects of both situations.
4. Given a task that the child dislikes but has completed, the child will be able to state its importance in spite of his dislike of it.

SUGGESTED ACTIVITIES

1. Have a group discussion focused upon the results of a task that has not been completed.
2. Make a bulletin board of chores in the classroom and relate it to data, people, and things.
3. Make a list of all the "jobs" the class can think of in the community. Ask the students to choose "jobs" they think they would like and write riddles dealing with their importance.
4. Make a list of problems people encounter in the community. Make a list of workers in the community and see how many workers could be involved in solving a problem.
5. Take a problem-finding tour in the neighborhood. List specific problems found and various workers who might be involved in solving the problem.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Job Importance"

MATERIALS

Construction paper, crayons or paint, thumb tacks or tape, yarn or string, bulletin board or wall space.

PROCEDURE

1. Divide the class into small groups assigning each a specific bulletin board area. Have them choose one job and illustrate someone doing it.
2. Conduct a group discussion of how this job helps others.
3. Have them print cards naming the people or situations affected by this particular job being done well or poorly.
4. Post these cards on the board attaching them to the job illustration with yarn or string.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the interdependence of "jobs."

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of family tasks, the child will be able to state orally how they are interdependent.
2. Given several class members, the child will be able to list two ways that their work makes them dependent upon one another.
3. Given his choice of a number of community helpers, the child will be able to explain his dependence upon them.
4. Given a short chore, the child will be able, after completing the chore, to tell how each of its steps was dependent on another.
5. Given a film depicting assembly line jobs, the child will be able to determine how one "job" is dependent on the "job" just before it.

SUGGESTED ACTIVITIES

1. Utilize a street map of school area, using yarn to connect residences, community resources and businesses that are interdependent upon one another.
2. Work in small groups to develop a circular chart depicting the interdependency of workers. Upon completion of the chart have each group explain its chart to the rest of the class.

barber	groceryman
farmer	truck driver

3. Plan and draw a mural showing the progression of a product from its origin through completion and distribution to the consumer. Divide the tasks for making the mural among people in the group. Try to choose a product that could be made in class.
4. Make a bulletin board showing a large cornucopia with tools of workers involved in the production or a product spilling out to the completed article at the bottom of the pile.
5. Make bread, candy or cookies in assembly line fashion with class members assuming tasks of the different workers.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Cooperation"

MATERIALS

Props for skit; for example, dust cloth, broom, waste basket; typewriter, ditto masters, paper, ditto machine.

PROCEDURE

1. Hold a discussion on family tasks. Begin by asking "What tasks do the members of your family do that help your family run smoothly?" Guide the children during the discussion to talk about how the tasks are interdependent.

2. Direct and guide the children in writing the script for a skit on family tasks. Have the children decide upon the characters to be included. Have the script prepared.

3. Assign each member of the class a task in the production of the skit, either as a cast member or committee member, such as the prop committee.

4. Have the children perform the skit for another class.

5. After the skit, have the class discuss how the different tasks were portrayed interdependently.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the division of labor.

RELATED BEHAVIORAL OBJECTIVES

1. Given the class activity of building an animal shelter, the child will be able to identify the kinds of workers needed and distribute the work among the groups.
2. Given classroom or home cleaning tasks and names of people to work, the child will be able to make chart indicating specific people's responsibilities by day or week.
3. Given a specific task, the child will be able to decide how many people are needed to complete it and why.
4. Given a list of tasks, the child will be able to state which could be best done by one individual and which could be best done in a shared manner.

SUGGESTED ACTIVITIES

1. Discuss ways of dividing responsibilities to complete tasks and the reasons for this division.
2. Make a work chart showing that responsibility for one job is often shared by a number of people.
3. Plan and present a puppet show about the building of an animal shelter which will tell other students about the division of labor. Let children divide the labor in the preparation.
4. List all possible tasks that might be necessary to build something as a class.
5. Build an animal shelter.
6. Take a walking trip around the neighborhood to identify places of work such as the beauty shop, drugstore, grocery, library, etc. Count the number of people working in each place.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Trip to an Animal Shelter"

MATERIALS

Bus transportation, permission slips, construction paper, crayons, paints, scissors, paste.

PROCEDURE

1. Prior to taking a trip to an animal shelter, explain to the children that the primary purpose of the trip is to become aware of the many workers needed to maintain an animal shelter, so that they will eventually be able to give a puppet show about its construction. Hold a class discussion about what the children anticipate observing on the field trip and about the rules to be followed. Have children think of appropriate questions to ask authorities.

2. Take the trip to the animal shelter. Remind and encourage children to observe closely during the tour, and to ask questions.

3. Have the children draw or paint pictures of the animal shelter as they saw it.

4. After the children have completed their pictures, have them tell about their individual drawings. Through discussion, review information learned about the animal shelter during the trip.

NOTES AND COMMENTS

WORK FAMILIES

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the influence of work on such personal factors as residence, clothing, working hours, and friends.

RELATED BEHAVIORAL OBJECTIVES

1. Given a description of work performed by one of his parents, the child will be able to state in written form how it affects him as a child.
2. Given names of ten imaginary people and work they do, the child will be able to state whether they could find work in his town and if not, why not.
3. Given a display of worker clothing, the child will be able to match it with worker title and write a short description of the work represented by the clothing.
4. Given a list of ten workers in the community, the child will be able to provide a short job description for them, including such factors as work hours, clothing needed, etc.

SUGGESTED ACTIVITIES

1. Investigate the advantages and disadvantages of various school jobs.
2. Interview various school personnel to discover what they like and dislike about their jobs in terms of the effect on their personal life.
3. Set up a panel of workers to discuss advantages and disadvantages of their jobs as they affect their personal lives.
4. Make booklets portraying characteristics of various jobs the child has encountered.
5. Visit a place where there is the opportunity to observe and talk with two workers. Interview them to get their reactions and discuss factors that may have influenced their choice of work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Likes and Dislikes"

MATERIALS

Paper, pencils

PROCEDURE

1. Hold a class discussion about how to conduct an interview.
2. Divide the class into groups. Assign each group the task of interviewing a specific school staff member to discover his feelings about his work in relation to hours, friends, and other personal factors. Each group should think of appropriate questions to ask during the interview.
3. Have the groups conduct their interviews, employing one member of each group as the group's secretary.
4. After the interviews, each group should orally report the information gained through their interviews to the rest of the class.

NOTES AND COMMENTS

WORK FAMILIES IN ENVIRONMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the variety of work in the community.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of work families, the child will be able to classify the various given family jobs into categories of people, data, and things.
2. Given a list of work families, the child will be able to classify one worker within the community for each of the following work families: construction, distribution and marketing, communication, transportation, health services, general services, homemaker.
3. Given newspaper want ads and list of work families, the child will be able to place each job in the correct work family and relate it to people-data-things.
4. Given a writing assignment, the child will be able to write a narrative based on pictures representing various job categories.

SUGGESTED ACTIVITIES

1. List various tasks on work sheet and have students classify according to people-data-things categories.
2. Have students select job family from several given. Divide into groups. Have each group try to see how many tasks it can list for that family.
3. Compare job families found in your city's newspaper ads and another city's want ads.
4. Discuss occupations represented by "hats." Role-play an interview with each occupation.
5. Have students go into community and survey the different types of job families represented.
6. Visit or have as visitors, many people representing different job families. Have each person wear his job outfit. Relate his work to the community. Take pictures of each person.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Community Workers"

MATERIALS

Newspapers, job category charts

PROCEDURES

1. Discuss job categories:

   a. Agriculture
   b. Business and Industry
   c. Communication
   d. Transportation
   e. Construction
   f. Marketing and Distribution
   g. Government
   h. Health Services
   i. Homemaking
   j. General Community Services

2. Cut out newspaper articles and want ads pertaining to these categories and paste them on appropriate chart.

3. Teacher provides a bar graph to show number of people involved in each job.

4. Also, could discuss how some jobs include tasks in one or more categories.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

Develop an appreciation of the variety of work in the school.

Place of work
Type of work
People at work

RELATED BEHAVIORAL OBJECTIVES

1. Given pictures of school workers, the child will be able to categorize the various kinds of school work by place, type, and/or people.
2. Given a choice of three school workers, the child will be able to write a report describing the tasks that one of the people does.
3. Given the absence of a regular school worker, the child will be able to describe what happens when that school worker is absent.
4. Given the names of three school workers, the child will be able to list ways in which these school personnel assist him and other school personnel.
5. Given a poster series on school workers, the child will be able to explain orally the ways in which these workers assist him.

SUGGESTED ACTIVITIES

1. Interview school worker (bus driver, cook, maintenance staff, instructional staff, administrative staff, other services staff) to discover the type of work each does.
2. Discuss the consequences when a school worker is ill and unable to carry out his tasks.
3. Develop and present a poster series on "workers in the school" to a lower grade.
4. Observe a particular place in the school to determine what kind of work is done there.
5. Have various students spend one hour with different school personnel and make a list of all the different things they do in that time.
6. Assist various workers for short periods of time. (Example - work in ca[illegible]ith secretary, with custodian).

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Work and Workers in the School"

MATERIALS

Art supplies, poster board

PROCEDURE

1. Review and discuss what is known about the school workers.
2. Give each child an envelope containing letters which spell out the title of a type of school work (e.g. cook). Have him unscramble the word and write a poem about the school worker relating what he does, where he works and how he helps.
3. Read the poems to the class for their suggestions.
4. Print them on the posterboard along with a picture the child has drawn of the worker.
5. Present the poster series to a lower grade and answer their questions about the different school workers.

NOTES AND COMMENTS

WORK CHARACTERISTICS IN VOCATIONAL GUIDANCE

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the relationship between school and work.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of tasks, the child will classify them according to general levels needed to perform each.
2. Given a list of skills, the child will be able to give two reasons why a particular skill is required in a given occupation.
3. After work visitation and/or film shorts and given a list of school subjects, the child will be able to check those subjects he observed were necessary in the performance of different tasks.
4. Given his out-of-school activities, the student will be able to indicate situations in which he utilized learning from school.

SUGGESTED ACTIVITIES

1. Discuss child's hobbies and interests. Talk about the way he became interested in this hobby. Talk about activities in school that relate to these hobbies.
2. Plan several group projects. Split the class into groups to work on them. Outline the tasks to be involved and make a subject study for each task listing all the school-related skills involved. Have each group member indicate which aspects of the task he feels most capable of completing.
3. Visit different kinds of workers for some period of time, and list all the things they do in that time. List and discuss those activities that require special training.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"School and Work"

MATERIALS

Chart paper, small pieces of paper, film and projector

PROCEDURE

1. Ask each child to list on a piece of paper the job which his father and/or mother holds. Pass them to the teacher.
2. Choose three children to come to the front of the room and alternate reading the jobs aloud, explaining ones which might be unfamiliar.
3. Choose one for which you have a filmstrip and show it.
4. Discuss what skills this person might have learned in school that helped him on the job.
5. Have children ask their parents in which ways the parents used their school work to help them in their jobs.
6. The next day discuss their findings, keeping a chart of school learning used by their parents.

NOTES AND COMMENTS

PROCESSES OF VOCATIONAL GUIDANCE

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the wide variety of occupations in which an individual's talents can be effectively utilized.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of three of his talents, the child will be able to identify at least two occupations in which they might be used.
2. Given the different work situations of family members, the child will be able to explain different talents being used in the work.
3. Given autobiographies of famous Americans, the child will be able to explain ways in which each individual utilized his talents.

SUGGESTED ACTIVITIES

1. Interview adults to discover which talents they use in their occupations.
2. Invite an author or poet from the community to speak to the class about his work and how he became involved in it.
3. Have the class read biographies of famous people. Discuss if early talents became a part of later work.
4. Decide which job families may use the same kinds of skills. Interview workers to determine if their skills may qualify them for other jobs beside the ones which they already hold.
5. Have each student identify a specific ability or talent he feels he possesses, and demonstrate at least three ways in which he is able to use it. (Example: playing the piano—accompanying singing, teaching another child a melody, background for a program; math ability—tutor a younger child, figure dimensions for building something, divide recipe in 1/2 or 1/4; etc)

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Presenting Book Reports on Biographies"

MATERIALS

Biographies, art paper, crayons, paints, paste, scissors

PROCEDURE

1. Hold a class discussion about what a biography is.
2. Have each child select a biography to read.
3. Assign each child a book report on the biography read. Encourage the children to use a variety of methods in presenting their reports, such as role play, skits, murals, in addition to traditional written and oral reports. Have the children include an account of the talents possessed by the main character and how they contribute to his occupation.
4. Children should give their reports and be able to answer questions of other class members.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an awareness that different work requires a variety of competencies.

RELATED BEHAVIORAL OBJECTIVES

1. Given an occupation, the child will be able to list three skills needed to be successful in the given task.
2. Given list of jobs in the classroom, the student will apply for one and state why he should have it.
3. Given a list of his competencies, the child will be able to state how his work ability might be affected if he incurred some physical handicap.
4. Given a checklist of competencies and film shorts of workers at work, the child will be able to check at least three competencies required for each type of work.

SUGGESTED ACTIVITIES

1. Design displays of clothes and equipment—helmet, carpenter's hammer, bricklayer's trowel. Discuss the capabilities needed to use each instrument.
2. Describe a person's work behaviors while other students attempt to determine job held by person.
3. Discuss types of jobs that a person with a handicap (skill, physical, etc) could not handle. Show film showing the wide variety of work the handicapped do.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Display of Work Tools and Clothing

MATERIALS

Clothes and equipment used by various workers; table or shelf for display; cardboard and marking pen.

PROCEDURE

1. Students will make a list of workers and discuss the variety of instruments and clothing used by each.
2. Students will borrow from parents or family friends various tools or clothing used in their work. Student should ask how tool is used or why a particular type of garment is worn.
3. Students will bring items to school and label tools by name and worker and then place them on display.
4. Each student will choose a tool to hold as the other students discuss the competencies necessary for its use.

NOTES AND COMMENTS

DYNAMICS IN THE WORLD OF WORK

DEVELOPMENTAL OBJECTIVE

To develop an awareness that technological change brings about work changes.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of kinds of work, the child will be able to choose at least five kinds no longer existing in his community due to technological change.

2. Given a list of kinds of work, the child will be able to choose at least five kinds recently created by technological changes.

3. Given a discussion on technological change, the child be able to explain one way in which technological changes have brought about a new way of doing some task that was done before using a different method.

   a. In his home
   b. In his school
   c. In his community

4. Given the possibility that one of his parents could lose his job to technological change, the child will be able to state in written form how it might affect his family and himself and how he would feel about it.

SUGGESTED ACTIVITIES

1. View films on change through technology.

2. Identify workers who had to change jobs because of technological advances. Discuss advantages and disadvantages of such technology.

3. Investigate recent efforts to control pollution. Discuss how present jobs ultimately may be affected because of technology.

4. Plan and present a program on past, present, and future in the world of work. Collect tools, clothing, and products from all over the world.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Visit to an Old People's Home"

MATERIALS

Small notebook

PROCEDURE

1. After some work in the area of change, technology and work, prepare with the class for the visit to the home. Pre-planning with personnel at the home should be done by the teacher indicating the purpose of the trip (send a copy of questions to be asked), asking them to find out which residents are interested and suggesting that the residents may have scrapbooks or albums to share with the children.

2. In planning with the children make a list of questions to be asked and notes to be taken:

   a. What kind of job did they hold?
   b. What work was involved in the job?
   c. What kinds of inventions do we have now that they wish they had had as children?
   d. What kinds of work chores did they do as children?
   e. Is there any invention we have now they do not think is an improvement?

3. Talk with the children about looking at pictures and noticing objects they don't recognize and asking about them.

4. After the trip talk about how they felt about the experience and put together some type of booklet about it. Send it with a thank you note to the residents so they might see what the children gained.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVES

To develop an understanding of the reciprocal rights of the school.

RELATED BEHAVIORAL OBJECTIVES

1. Given a bulletin board entitled "What We Do In School," the child will be able to express the school's expectations of him and his expectations of the school.
2. Given a writing assignment, the child will be able to list how and when the school has and has not met his expectations.
3. Given a discussion period, the child will be able to verbalize how he feels when he does or does not meet the school's expectations.
4. Given a discussion period, the child will be able to verbalize how he feels when the school does or does not meet his expectations.

SUGGESTED ACTIVITIES

1. Discuss the rules of the school and the reasons for them.
2. Discuss the child's expectations of his school.
3. Plan a booklet listing school rules for the entire school.
4. Role play a situation in which the child demonstrates how he feels when he has or has not met school expectations.
5. Have students form a committee to draw up a list of requests they would like to see honored in their school. Then have the principal come in and discuss requests, explaining whether they are possible or not.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Role Play of School Situation Related to School Rules"

MATERIALS

List of situations to role play

PROCEDURE

1. Have a discussion of school rules and how they apply to children.
2. From a list of role play situations in relation to these rules, have each child choose one to role play.
3. After each role hold a discussion of what rule was portrayed and how it was followed or not followed by the child in the role play situation.
4. Ask each child to describe orally or in writing how necessary he thought his role play rule was and why it was necessary.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an awareness of one's interests in the world of work:
- Expressed
- Manifest
- New Interests
- People-Data-Things

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a list of interest areas, the child will be able to list at least three areas of personal interests and disinterest.
2. Given a list of interest areas, the child will be able to choose one interest and write a story in keeping with it.
3. Given a class discussion on interests, the child will be able to identify three others whose interests are similar to his own and three whose interests are not.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Locate and interview an adult who shares the same interest as the student.
2. Take a trip to a library, art or science museum, or local institute of interest to research the different aspects of the student's interests.
3. Make a list of class interest areas, have each student pick out one or two which are new to him and give the opportunity for exploration. After the experience have the student react to his experiences.
4. Have students with similar interests break into small groups for sharing and discussion of their common interests.
5. Simulate work experiences that could evolve out of students' interest areas.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Book About Me" (Home-Family-Friends-Interests-Aptitudes-Achievements-Work)

MATERIALS

Art supplies, drawing paper, oaktag for covers, folders

PROCEDURE

1. Discuss with children the word "interests" and make a list of things they are interested in—likes, dislikes, tasks, hobbies, etc.

2. Talk about things they like now which they didn't like before.

3. Have the children draw the following:

   a. Me
   b. My house
   c. My family
   d. My best friend
   e. My favorite foods
   f. My favorite activities
   g. My favorite tasks at home; my least favorite
   h. My favorite tasks at school; my least favorite

4. Let them share with each other their pictures and reactions to others' interests. Talk about the many similarities and differences.

5. Store pictures for later additions of aptitudes and achievements. Put into book form.

6. When completed put the books on display for parents.

7. At the end of the year, discuss with children the book and ways in which the children have changed.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To accept one's interest patterns as uniquely his own and developing.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of areas of interest, the child will be able to choose and state those which coincide with his.
2. Given the interests of other children in the class, the child will be able to state which of his interests are similar to others, which are different, and the reasons for the selection.
3. Given a list of interest areas of his parents, the child will be able to list those interest areas which he accepts as his own.
4. Given knowledge of his interests, the child will indicate one area of interest through a class demonstration or display.

SUGGESTED ACTIVITIES

1. Plan and put on a hobby show, focusing on the interests of each child.
2. Attend a craft or hobby show in the community (Example—Golden Age Club, outdoor artists, demonstration.)
3. Develop and display a collage of interest areas.
4. Invite people from the community to speak who have unique or unusual hobbies or interests.
5. Play "What's My Line?" focusing on interest areas of each child.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Me and My Interests"

MATERIALS

Large sheets of oaktag, magazines, black magic markers, art supplies.

PROCEDURE

1. Review with the children the concept of interests and the different ways we express our interests.
2. Explain the collage and how it will be put together. Each child will cut out pictures representing his interests and put them on the oaktag in whatever manner he wishes, leaving an empty space somewhere for a picture of himself.
3. Let each child try to guess who the collage represents. When all have had a chance to write down their guesses have each person put his picture in the empty spot.
4. Let them interact with each other, stating what made them think each collage represented the person they thought it did.
5. Alternate—Put flap over pictures and let parents at PTA try to identify their child by his interests.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop a knowledge of one's aptitudes

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of various aptitudes, the child will be able to identify those which he feels he possesses and areas for which he is best suited.
2. Given a class project to write and perform a play, the child will be able to choose a responsibility which is best suited to his aptitudes.
3. Given the assignment of demonstrating his hobby, the child will be able to tell the class how his aptitudes are shown in his hobby.
4. Given a small group discussion, the child will be able to tell another student what aptitudes he has noticed in the other members of the group.
5. Given a list of school activities, the child will be able to state for which ones he has an aptitude.

SUGGESTED ACTIVITIES

1. Role play various situations in which people choose unsuitable or suitable activities according to their aptitudes.
2. Give an aptitude test suitable for the children. Discuss the results with each child.
3. Plan to write and produce a play. List all the possible work to be involved and talk about the aptitudes necessary for the different kinds of work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"A Knowledge of One's Aptitude"

MATERIALS

An aptitude test (such as the California)

PROCEDURE

1. Discuss with the class the reasons for giving a student an aptitude test:

    a. Indication of strengths and weaknesses
    b. Vocational possibilities
    c. Self knowledge

2. Administer the test to the class. Stress the fact that the student will be given an opportunity to discuss the results with the teacher or counselor. Emphasize that the test will help them learn more about themselves.

3. After receiving the test results, have a conference with each student. Stress the individual's strong areas. Help him discover some areas where he can use his aptitudes.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an acceptance of one's aptitudes as uniquely his own and developing.

RELATED BEHAVIORAL OBJECTIVES

1. Given a list of aptitudes, the child will be able to choose from list those he has and describe some activity in which he engages which utilizes those aptitudes.

2. Given a knowledge of his aptitudes, the child will be able to indicate which ones he feels are his strong areas and which ones he feels are weak.

3. Given a knowledge of his aptitudes, the child will be able to discuss his feelings about those which are strengths and those which are weaknesses.

SUGGESTED ACTIVITIES

1. Discuss the meaning of aptitude test results.
   Talk about the fact that all people have strengths and weaknesses.
   Ask students to list what they feel are their strengths and weaknesses.

2. Discuss the results of an aptitude test with each student.

3. Have each student demonstrate to the class one way in which he uses an aptitude.

4. Set up various subject area centers containing activities of varying degrees of difficulty so the child can work at his own level.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Aptitude Acceptance"

MATERIALS

Results of an aptitude test

PROCEDURE

1. Discuss with the class the meanings of aptitude test results.
   Stress:
   a. All people have strengths and weaknesses (use personal example).
   b. We should use and develop our strengths.
   c. We can often turn weaknesses into strengths if we are willing to do so.
   d. We can understand ourselves better if we know and accept our strengths and weaknesses.
2. Have students select areas in which they feel they have aptitudes. Discuss reasons for their feelings of strength and weakness.
3. Have a conference with each student. Compare test results with the student's list of his perceived strengths and weaknesses. Discuss any discrepancies between the two. Talk about ways the student can use his strengths or develop his interests.
4. Provide the opportunity for him to work on any areas he feels he would like to strengthen.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an affirmation of one's aptitudes through satisfying performance to self and others.

RELATED BEHAVIORAL OBJECTIVES

1. Given responsibilities relative to his aptitudes, the child will be able to fulfill them to his satisfaction and that of the teacher.
2. Given the opportunity to choose tasks based on aptitude and aptitude level, the child will be able to choose one for which he has an aptitude and complete it at a level he feels matches his.
3. Given a list of volunteer activities and the opportunity to experience one, the child will be able to choose to be involved in one in which he can use his present aptitudes.

SUGGESTED ACTIVITIES

1. View films or filmstrips which discuss aptitudes needed for various tasks.
2. Have students list activities they would like to do which use one or more of their aptitudes.
3. Have each student choose an activity in which he uses one or more of his aptitudes and carry out.
4. Have the children react to ways of solving a problem presented to them by the teacher; list the alternatives according to the name of the child who provided same. Follow with a discussion of varieties of solution present as related to individual skills/aptitudes.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Things I can Do"

MATERIALS

Paper, art supplies

PROCEDURE

1. Have each student choose an activity in which he uses one or more of his aptitudes. Examples are:

   a. Solve a difficult math problem (at his level).
   b. Read a story to the class.
   c. Demonstrate a science experiment.
   d. Sing or play an instrument.
   e. Give a speech.
   f. Demonstrate a phase of art.
   g. Interpret a graph.

2. Give each student time to demonstrate his ability before the class.

3. Discuss the many different aptitudes within the class. Be positive; concentrate on strengths.

NOTES AND COMMENTS

SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (Achievements)

DEVELOPMENTAL OBJECTIVE

To develop a knowledge of one's achievement.

RELATED BEHAVIORAL OBJECTIVES

1. Given scholastic criteria, the child will be able to supply orally, or in written form, two or three examples of achievements.
2. Given his own personal standards, the child will be able to compare them with his personal achievements.
3. Given a list of a week's activities, the child will be able to tell of any new achievements for him and and why.
4. Given a knowledge of his achievements, the child will be able to list those which he feels others may admire.

SUGGESTED ACTIVITIES

1. Have a voluntary helper chart so children can use their achievements in helping others. Ask the students to keep a record of those things they have done well.
2. Give recognition to children for successful achievements.
3. Give opportunity to contract for a grade.
4. Have the students make a log of all the activities they engage in for one week. At the end of that time review the meaning of achievement and list the categories social, cultural, academic, athletic and other on the board. Have each student categorize his activities and then underline those which are achievements for him and circle those which for him are new achievements.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Individual Study and Achievements"

MATERIALS

PROCEDURE

1. Tell children about a particular unit they will be studying.
2. Discuss what kind of activities can be done in relation to this unit.
3. Have each child list a set of goals he plans to meet while working on the unit.
4. Meet with each child to determine if his requirements are realistic in regard to what he can achieve.
5. Provide class time for child to work on his individual requirements.
6. At the completion of unit have children evaluate their work to see if they achieved their goal.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To affirm one's achievement at his optimum chosen level.

RELATED BEHAVIORAL OBJECTIVES

1. Given realistic achievement goals, the child will be able to record his achievement progress on a chart at the end of a given period of time.
2. Given tasks at home, at school and in the neighborhood, the child will be able to perform them to his own satisfaction and that of one adult.
3. Given the opportunity, the child will be able to describe his feelings about his progress to others.

SUGGESTED ACTIVITIES

1. Discuss how the child feels about his achievements and those of others.
2. Make a bulletin board of "Our Best Work," including samples of each child's work, chosen by the child.
3. Make a mural including each child performing a task in which he feels some achievement.
4. Role play situations which give the child an opportunity to function at his optimum level.
5. Present a puppet show demonstrating a variety of areas in which people can excel.
6. Record achievement on a chart at the end of each time period so as to see progress.
7. Accept rewards for exceptional achievement in a variety of tasks.
8. Perform physical education activities at optimum level.
9. Observe a skilled worker performing his job and relate working at one's optimum level to one's achievement.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Recording Achievement on Progress Charts"

MATERIALS

Magazines, chart paper, magic markers, paste, crayons

PROCEDURE

1. Hold a class discussion about the different areas in which the children would be able to see progress in their own achievement.
2. From the different areas, ask each child to select three in which he could measure progress in his achievement.
3. Have the children design individual charts showing the selected three areas, using the provided art materials.
4. Throughout a definite period (e.g. six weeks), the children should be able to see their progress in their areas, and describe their charts.

NOTES AND COMMENTS

SELF-AWARENESS, SELF-ACCEPTANCE, SELF-AFFIRMATION (Values)

DEVELOPMENTAL OBJECTIVE

To develop a knowledge of one's work values:

Other's perceptions
Influence on others
Influence of others
Morality
Choice

RELATED BEHAVIORAL OBJECTIVES

1. Given the definition of work values, the child will be able to list examples of work values imposed by someone else.
2. Given the definition of work values, the child will be able to list examples of work values which he imposes on himself.
3. Given a specific task, the child will be able to tell how his work values are reflected in the way in which he completes it.
4. Given knowledge of his own work values, the child will be able to tell ways in which he learned or developed these values.

SUGGESTED ACTIVITIES

1. Assign the same task to each child. After a specified time, discuss how different values affected the various outcomes of the task.
2. Make a list of classroom tasks. Have each child indicate his choice. Discuss how work values could affect his choice.
3. Cut out pictures from magazines of people doing different types of work. Make a bulletin board of these pictures and discuss it in relation to work values.
4. Have the students tell about the jobs they do at home and tell how their work values affect these jobs.
5. Have each child assume he no longer holds one work value which is important to him. Have him write a story telling how this affects his school work.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"What Are Work Values?"

MATERIALS

Construction paper, paste, magazines

PROCEDURE

1. Write on the bulletin board the topic "Our Work Values." Go around the room and have the students give their ideas of what work values are.

2. Have the students write on a sheet of paper all the things they do that they feel are work. Make a bulletin board called "Work I Do" from these papers.

3. From the bulletin board "Work I Do" have the students discuss their work values in relation to their work.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To develop an acceptance of one's work values in regard to work and environment.

Environmental values
Cultural values

RELATED BEHAVIORAL OBJECTIVES

1. Given the opportunity to select a work task from a list of possibilities, the child will be able to provide at least one reason for his choice.

2. Given specific work, the child will be able to describe his feelings if he were assigned this kind of work.

3. Given a check list of kinds of work, the child will be able to choose those types which coincide with his work values (e.g. choose between physical vs. mental; outside vs. inside work, etc.)

SUGGESTED ACTIVITIES

1. List occupations in which children in the classroom would like to take part. Have each child tell why he would like to do that work.

2. Role play a situation in which one student portrays his idea of how a person who does not like to work would act, i.e., how he acts when the alarm goes off in the morning, when he gets to work -- talking, coffee breaks, etc. This could be followed by a student portraying his idea of a person who likes to work.

3. Have the child name a job in the classroom that he would like to do. Let him perform the task. Then have him tell the class whether or not he did a good job and reasons for his judgment.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"On the Job"

MATERIALS

None

PROCEDURE

1. Prior to the lesson talk with the school staff — principal, teacher, secretary, custodian, nurse, and cooks — obtaining their permission for the students to do a specific task in their areas. For example: sweeping the floor, peeling potatoes, drying dishes, grading papers, answering the phone, etc. Let students choose one task and do it.

2. Let each child tell the group how he felt doing this particular kind of work and share with others who did the same work.

3. Have each student write a paragraph telling why he would or would not like this type of work on a regular basis and draw a picture of himself doing it.

NOTES AND COMMENTS

DEVELOPMENTAL OBJECTIVE

To affirm one's preferred work value patterns for personal and social benefit.

RELATED BEHAVIORAL OBJECTIVES

1. Given a classroom task, the child will be able to tell the class in which ways the task is interesting or not interesting to him and how it helps others in his class.
2. Given a neighborhood project, the child will be able to perform a task in which he will be of help to others involved.
3. Given a classroom discussion, the child will be able to describe how he feels about himself as a worker.
4. Given one of his peers in need of assistance, the child will be able to help him with his work.
5. Given a list of tasks, the child will be able to perform some work which he says gives him personal satisfaction.

SUGGESTED ACTIVITIES

1. Have the children check the following inventory:

   I like to:

   a. ____ be outdoors
   b. ____ be indoors
   c. ____ draw pictures
   d. ____ talk to people
   e. ____ be by myself
   f. ____ help people
   g. ____ work with machines
   h. ____ do things where I can move around
   i. ____ do things with my hands
   j. ____ try new things
   k. ____ make up songs
   l. ____ build things
   m. ____
   n. ____ etc.
   o. ____

2. Have the class discuss reasons why people work by answering:

   a. What is the difference between work and play?
   b. What is the difference between work and a hobby?
   c. When is work interesting and a pleasure?
   d. What would life be like at home if your father never worked?
   e. What are some of the reasons people work?

3. Have each child choose a type of work in which he is interested. Have him act out the various duties involved in the work. Have him explain how this work suits his interests and how it benefits others.

ADDITIONAL ACTIVITIES

SAMPLE LESSON

"Child and Work"

MATERIALS

None

PROCEDURE

1. Give inventory to each child.
   I like to:

   a. ____ be outdoors
   b. ____ be indoors
   c. ____ draw pictures
   d. ____ talk to people
   e. ____ be by myself
   f. ____ help people
   g. ____ work with machines
   h. ____ do things where I can move around
   i. ____ do things with my hands
   j. ____ try new things
   k. ____ make up songs
   l. ____ build things
   m. ____
   n. ____ etc.
   o. ____

2. List on the board all those children whose interests lie in each category.

3. Group children according to interests and let each group illustrate for the class some aspect of their interests. Individuals may work alone if they so desire.

NOTES AND COMMENTS

ECONOMICS

This section of the Career Motivation Curriculum Guide is adapted from the GRADES K-6 RESOURCE SUPPLEMENT TO CONSUMER EDUCATION, developed under the leadership of the Home Economics Section, the Division of Vocational Education, of the Ohio Department of Education.

The complete supplement is available from The Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210.

YOU—ROLES, RIGHTS AND RESPONSIBILITIES

(Consumer, Producer, and Citizen)

DEVELOPMENTAL OBJECTIVE (Awareness-Appreciation-Motivation)

To develop an appreciation that as a consumer, producer, and citizen the individual has rights and responsibilities.

RELATED BEHAVIORAL OBJECTIVES (Cognitive-Affective-Psychomotor)

1. Given a discussion of consumer rights, the child will list his rights to choose, to be heard, to be protected, and to be informed.
2. Given a unit concerned with consumer responsibilities, the child will state methods of a) choosing wisely and honestly; b) suggesting product or service improvements; c) evaluating products and reporting unsafe products and practices; d) following product instructions, e) voting in a responsible manner; and f) analyzing advertisements.
3. Given an interview with a grocery store manager, the child will state the manager's responsibilities to his consumers.
4. Given a simulated work experience, the child will identify his responsibilities to his employer.

SUGGESTED ACTIVITIES (Vicarious-Simulated-Experiential)

1. Role play the division of labor: in a classroom, in a home, at school, in the community.
2. Collect articles from newspapers and magazines which indicate ways which rights are being protected or not protected.
3. Research and assemble products and services that contribute to:
   a. Ecology
   b. Safety
   c. Assisting consumers
4. Develop standards for the quality of goods sold. Recognize how such standards affect consumer decisions. Recognize the rights and responsibilities of the consumer in the use of the goods.
5. Establish a store. Develop regulations for workers. Role-play ways in which workers' rights are protected as they fulfill their responsibilities.

ADDITIONAL ACTIVITIES

YOU—ROLES, RIGHTS AND RESPONSIBILITIES

(Consumer, Producer, and Citizen)

DEVELOPMENTAL OBJECTIVES

To discover that the rights and responsibilities of the consumer, producer, and citizen can be applied in life situations.

RELATED BEHAVIORAL OBJECTS

1. Given the following list of the role of economic citizen, the child will state methods he would utilize to accomplish each task and the possible consequence of not meeting his responsibilities:

   a. Producing and consuming with the interest of others in mind.

   b. Buying goods and services in the interest of ecology.

   c. Working and buying in line with the goals of the government and society.

   d. Voting with responsibility.

   e. Keeping informed.

2. Given an interview with a local automobile sales representative, the child will state the responsibilities of his service to the consumer.

SUGGESTED ACTIVITIES

1. Interview parents to determine the rights and responsibilities they have as workers.

2. Match rights in school (e.g., with school supplies and playground equipment), at home, and in the community with responsibilities that go along with rights, to share and care, and respect the rights of others.

3. Relate the sharing of school supplies to consumption in the classroom, sharing in the home, sharing on the playground.

4. Pantomime workers on their jobs — one child pantomimes a worker producing a good or service and others guess what he is doing.

5. As part of a larger unit on the community or state, interview and/or collect printed information which describes the laws and regulations which apply to operations of eating establishments, swimming pools, and the making of a given product.

ADDITIONAL ACTIVITIES

OUR ECONOMIC SYSTEM

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of how decisions made in our economic system affect us as consumers, producers, and citizens.

RELATED BEHAVIORAL OBJECTIVES

1. Given a discussion citing specific examples, the child will state how individuals, businesses and government are highly dependent upon each other.

2. Given an appropriate simulated company, the child will produce a drawing which illustrates the flow of money between persons, businesses, and government in exchange for goods, services, labor, land and natural resources, capital and risk.

3. Given examples of tools and equipment, the child will state how these capital goods satisfy needs and wants indirectly when used to produce goods and services.

4. Given an opportunity to simulate the marketing of a product, the child will discover that profit is the reward for successfully competing with the use of capital that has risk of being lost.

SUGGESTED ACTIVITIES

1. Construct a flow chart and discuss the flow of money from consumer to business and government back to families.

2. Identify the capital goods used in a bakery, a filling station, a bicycle factory.

3. Operate a lemonade stand, discuss how profit can be increased:

   a. Raise price
   b. reduce quantity per serving
   c. sell more

4. Open a second stand for competition:

   - what happened to the price?
   - what happened to the size of the serving?
   - what other factors affect the sales?

5. Use games of finance, e.g., Monopoly, to determine how money may be used to earn money.

6. Play a "wishing game" in which a luxury item is decided upon. Develop steps that would be taken to plan for such an expenditure.

ADDITIONAL ACTIVITIES

HOW WE EARN AN INCOME

DEVELOPMENTAL OBJECTIVE

To develop an appreciation of the importance of earning an income.

— wages from a job are the chief source of income with which to satisfy our needs and wants

— fringe benefits are often included in income

RELATED BEHAVIORAL OBJECTIVES

1. Given information about different-sized families with different incomes, the child will cite differences which may occur in the needs and wants of the families.

2. Given a list of occupations, the child will recount the rewards that can be obtained from each career.

3. Given a diagram of his community, the child will identify places he feels would be enjoyable in which to work.

SUGGESTED ACTIVITIES

1. Have two columns titled "If I had an income" and "If I didn't have an income." Ask children to list the advantages and disadvantages of each.

2. Ask children to draw pictures or write things they wish to have when they are adults (make sure this includes values such as integrity, love, etc.). Ask children to circle all the things one can have if he has an income and underline all the things one can have without an income.

3. Develop clusters of types of jobs that require similar skills and interests that a person may change to if necessary or desired. Examples would be similar to:

custodian	— care of machinery
mechanic	— tools and machinery
teacher	— work with people
medical doctor	— work with ill or injured people

4. Role play wage discussions between an owner of a small business and one of his workers. Provide an opportunity to prove that compromise is often necessary.

5. List forms of fringe benefits that parents of pupils in the class receive as part of the income from their jobs. Discuss how these benefits are financed. Make some decisions about the necessity for such benefits.

ADDITIONAL ACTIVITIES

WHY WE BUY

DEVELOPMENTAL OBJECTIVE

To develop an awareness of the many factors which affect consumer choices.

— wants change often and buying is influenced by these changing wants

— advertising influences our purchasing

— certain goods and services are more available than others, e.g., a ski slope is not usually found in the south

— age influences buying patterns

— experiences assist people in buying decisions

RELATED BEHAVIORAL OBJECTIVES

1. Given a bulletin board depicting the life cycle, the child will classify the needs and wants which change as one grows older.

2. After seeing or hearing several television or radio commercials, the child will identify the product which most appeals to him and state his reasons for selecting that particular item.

SUGGESTED ACTIVITIES

1. Select some geographically different areas throughout the world. Explain the environment to the students. Have the students create products which the inhabitants would not want if they were available (e.g., sailboats in the Sahara Desert, air-conditioning in Point Barrow, fur coats in the Canal Zone.)

2. Develop a bulletin board for youth 100 years ago in the community or at present in a different culture. Compare and contrast the likenesses and differences in the needs and wants among age groups and between two groups used. Explore and list the factors which influence changes in needs and wants.

3. Divide class into small writing groups. Have each group develop a sales pitch (ad, television commercial) to be presented to the class. Analyze the presentation to determine what factors were used to influence the class in choosing the item.

4. Interview a family member or an adult friend. Ask the person to identify a product which he often buys and has used for a year or more. Have him list reasons why he continues to buy the same product. Report findings to the class. Analyze the reasons given to determine how taste, habit, advertising, and experiences influenced the reasons given.

ADDITIONAL ACTIVITIES

HOW WE BUY

DEVELOPMENTAL OBJECTIVE

To affirm the principles and steps of the decision-making process in making or simulating typical kinds of consumer choices.

— one type of process . . .

a. define the problem—what is wanted?
b. identify goals—why purchase now?
c. consider alternatives—which item?
d. analyze consequences of purchasing or not purchasing
e. select best solution
f. evaluate decision for future use

RELATED BEHAVIORAL OBJECTIVES

1. Given a field trip to the grocery store, the child will compare prices of similar items and discuss factors other than prices which influence consumer choices.

2. Given an opportunity to simulate buying an item of considerable cost (e.g., bicycle, car, etc.), the child will contact several dealers to determine the best place to purchase the item.

3. Given newspaper advertisements for groceries, the child will determine the cost of a complete day's food for his family.

SUGGESTED ACTIVITIES

1. Prepare lists as a result of a class or committee discussion of a wide variety of items that may be used in making decisions about the following:

buy	don't buy
buy now	buy later
buy this	buy that
buy at this store	buy at that store

2. Use newspaper advertisements to select groceries for a family of four for one week. Discuss the factors which influenced the choices made.

3. Arrange pictures of a school building, flag, church, home, apartment building, automobile, television, city park, and armed forces on a chart. Indicate who the decision-maker(s) might be in the purchase of these items.

4. Have each student decide on what he wouuld like to buy. See if by waiting a few weeks he can find the same item either on sale or for less in another store.

ADDITIONAL ACTIVITIES

HELP WE FIND IN COMMUNITIES

DEVELOPMENTAL OBJECTIVES

To develop an appreciation for the several types of community organizations available to consumers in a community.

- — protection agencies
- — regulation agencies
- — information sources
- — financial and counseling assistance
  - a. unemployment compensation
  - b. aid to dependent children
  - c. subsistence payments to families

RELATED BEHAVIORAL OBJECTIVES

1. Given information about the types of consumer assistance agencies, the child will contact and obtain information from the community's agencies.
2. Given an interview with a representative of a community agency which aids consumers (e.g. the Better Business Bureau), the child will state the purposes of the agency and utilize its services concerning one item.
3. Given a list of several consumer agencies, the child will determine which are supported by the public and those which are privately maintained.

SUGGESTED ACTIVITIES

1. Interview a public relations man from the police department to explain functions beyond law enforcement and crime prevention, e.g., improve community relations, public education (safety, defense), community action, etc.
2. Make a list of catastrophies which the children experienced. Draw pictures concerning a broken home, lost lunchbox, cut finger. Discover what kinds of aid are available.
3. Discuss roles of agencies aiding the poor. Discuss the roles of agencies aiding anyone (parks, libraries, etc.). Discover the sources of the funds.
4. Observe people whom you meet during a school day and consider how they aid the community.

ADDITIONAL ACTIVITIES